DOCUMENT RESUME

ED 482 482 SO 035 438

AUTHOR	Oakley, Lisa, Ed.
TITLE	Teaching Tennessee History: Lesson Plans for the Classroom. Volume III.
PUB DATE	2002-00-00
NOTE	50p.; Developed by participants of the Annual Teachers History Institute (4th, Knoxville, TN, June 10-14, 2002). Prepared by the East Tennessee Historical Society. Support provided by the East Tennessee Foundation; Humanities Tennessee; and the Katie Dean Foundation. Volume I was never produced. For Volume II, see SO 035 437.
AVAILABLE FROM	East Tennessee Historical Society, PO Box 1629, Knoxville, TN 37901-1629. Tel: 865-215-8827; Fax: 865-215-8819; Web site: http://www.east-tennessee-history.org/ .
PUB TYPE	Collected Works - General (020) -- Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; Heritage Education; Intermediate Grades; Secondary Education; Social Studies; *State History; Student Educational Objectives; *Teacher Developed Materials; Thematic Approach; United States History; *World War II
IDENTIFIERS	*New Deal

ABSTRACT

These teacher developed lessons focus on the impact of the New Deal and World War II on east Tennessee. The forum for developing the lessons included a series of lectures by experts in 20th-century scholarship and interpretation, tours, and experiences at historic sites in the region. During the week long program, teachers traveled throughout east Tennessee. They prepared lesson or unit plans using the local heritage experiences gained from their travels. This manual contains three sets of lesson plans: (1) "Intermediate School Level" (Genealogy Study (Jenifer A. R. Ohriner); WW II: The Home Front (Sherry W. Rogers)); (2) "Middle School Level" (Battle of King's Mountain (Marylaine Dreise); The CCC in Tennessee: A History Project (Bill Graves); History of Oak Ridge, Tennessee/O.R.N.L. (Pam McBroom); The New Deal 'Alphabet Soup' in Tennessee (Elizabeth Rose); Successful Oral History Interviews (Liz Shugart); The Civilian Conservation Corps: National History Day Project (Suzanne Terrell)); (3) "High School Level" (Impact of TVA on the Tennessee Valley (DeAnna Davis); Living History (Regina Headden); Tracking World War II (Regina Headden); Where Were You? (Regina Headden); East Tennessee and the New Deal (Mike Hickman); America in the Great Depression and World War II: The Reel Story (Mark White)). Lesson plans describe the lesson's purpose; cite objectives; give grade level, group size, and lesson time; provide background information; list materials and resources needed; suggest strategies/procedures; and address evaluation/assessment. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 482 482

Teaching Tennessee History: Lesson Plans for the Classroom Volume III

Developed by participants of the 2002 Teachers History Institute
"Facing Change: The Impact of the New Deal
and World War II on East Tennessee"

SO 035 438

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

L. N. Oakley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

This project was funded in part by a grant from Humanities Tennessee, an independent affiliate of the National Endowment for the Humanities

This publication has been developed
by participants of the 2002 Teachers History Institute
"Facing Change: The Impact of the New Deal and
World War II on East Tennessee"

BEST COPY AVAILABLE

Sponsor: East Tennessee Historical Society

Facilitators: Joe Spence and Lisa Oakley

Editor: Lisa Oakley
Assistant Editor: David Turpie

For information on the Teachers History Institute or other educational services contact:

Lisa Oakley
East Tennessee Historical Society
P.O. Box 1629
Knoxville, Tennessee 37901-1629
865-215-8828; oakley@east-tennessee-history.org
www.east-tennessee-history.org

This project was funded in part by Humanities Tennessee
Additional support provided by:
The Grimes Family Donor Advised Fund of the East Tennessee Foundation, established by Mr. and Mrs. B.W. Grimes
and
Katie Dean Foundation

INTRODUCTION

The East Tennessee Historical Society (ETHS) presented its fourth Teachers History Institute on June 10 through 14, 2002. It was funded by Humanities Tennessee, the Grimes Family Donor Advised Fund of the East Tennessee Foundation, established by Mr. and Mrs. B.W. Grimes, and the local Katie Dean Foundation. Taking as its theme "Facing Change: The Impact of the New Deal and World War II on East Tennessee" the program consisted of an intense, in-service series of lectures by experts in a number of areas of 20th century scholarship and interpretation, tours, and hands-on experiences at historic sites in the area. Over the week, the institute traveled from Knoxville through the Great Smoky Mountains, Anderson, Loudon, and Sevier Counties, and from Knoxville through lower East Tennessee to McMinn and Hamilton Counties.

As a requirement of institute participation, teachers prepared lesson or unit plans using the rich local heritage experiences gained during the institute. Many incorporated the history they had learned, and some highlighted an emphasis on using oral history and family history research as a tool in the classroom (strategies addressed during the institute). Not only did the teachers become better equipped to help students understand and appreciate their local community's history and family history, but they also aided the East Tennessee Historical Society as it strives to develop history programming for students and teachers throughout the region.

This manual contains these lesson plans. The institute participants have tested their lesson plans in the classroom. At an evaluation seminar in February 2003, participants discussed and shared their ideas concerning their plans. We hope that teachers across the region will find this manual invaluable in their continuing endeavor to guide students in understanding and appreciating the rich heritage of East Tennessee—its families and communities.

The editor has revised the lesson plans developed by the Teachers History Institute participants. The lesson plans were revised to make them uniform so all the lessons have comparable components and can be used with a broad range of students. The lesson plans are compiled by grade level.

Lesson Plan Titles and Authors

(lesson plans are compiled by grade level—
from fifth through twelfth grades)

Intermediate School Level:
Genealogy Study by Jenifer A. R. Ohriner (5th grade teacher)

WWII—The Home Front by Sherry W. Rogers (5th grade teacher)

Middle School Level:
Battle of King's Mountain by Marylaine Dreise (8th grade teacher)

The CCC in Tennessee: A History Project by Bill Graves (7th grade teacher)

The History of Oak Ridge, Tennessee/O.R.N.L. by Pam McBroom (5th-8th grade teacher)

The New Deal "Alphabet Soup" in Tennessee by Elizabeth Rose (7th grade teacher)

Successful Oral History Interviews by Liz Shugart (6th-8th grade teacher)

The Civilian Conservation Corps: National History Day Project by Suzanne Terrell (talented and gifted)

See also: lesson plans by Regina Headden below—she suggests middle school

High School Level:
The Impact of TVA on the Tennessee Valley by DeAnna Davis (11th grade teacher)

Living History by Regina Headden (9th-12th grade teacher)

Tracking World War II by Regina Headden

Where Were You? by Regina Headden

East Tennessee and the New Deal by Mike Hickman (11th and 12th grade teacher)

America in the Great Depression and World War II: The Reel Story by Mark White (11th grade)

Note: All lesson plans can be adapted for use in other grade levels.

Genealogy Study

(To be used with the introduction of the unit on Immigration)

Submitted by Jenifer A. R. Ohriner
Knox County, Tennessee

Purpose: The new fifth grade curriculum includes a unit combining immigration, the move into the 20th century and inventions all at once. Students coming into 5th grade after this year will have an understanding of the immigration waves throughout the settling of America, but this year, when the curriculum changed, my students missed the beginning of American History. In order for them to get "caught up" without having to teach two years worth of material, I had each child participate in a search for his or her family roots, focusing on where the ancestors came from and why they came to this country. This should help students understand the basic factors of the labor conditions, search for jobs, etc., that will lead into a study of the World Wars, the Depression, and more modern times.

Objectives: Students will conduct oral interviews, search family resources, and record family histories to the best of their abilities. Students will gain an understanding of their own family's heritage, including why the family wound up in America. Students should learn consequences of making extraordinary moves from one ethnic culture to another, including the difficulties met when entering a new world. Finally, students will complete a notebook documenting their efforts, and will present their findings to their classmates.

Grade Level: Fifth Grade (Note: all children in the class have qualified through standardized testing for placement in a fast paced honors curriculum)

Group Size: 19 students, working with partners of choice in class and with family members out of school.

Lesson Time: We devoted 4 full weeks, with a minimum of 4 hours class time per week, to this study. There was also a two-week vacation during this time where children would have a chance to contact relatives living outside the immediate geographic area.

Background Information: So far this year, we have done a cursory study of the Revolutionary War, an in-depth study of the Constitution of the United States, and an examination of the events in various parts of the United States from 1866 through the 1890s. We have read and discussed *Early Thunder* (Jean Fritz), *The Giver* (Lois Lowry), *War, Terrible War* (Joy Hakim), *Reconstruction and Reform* (Joy Hakim), *Liberty for All* (Joy Hakim), *An Age of Extremes* (Joy Hakim), *Behind the Blue and the Gray* (Della Ray), *Abraham Lincoln: A Photobiography* (Russell Freedman), *Slavery When I Was Chillun* (Hurmence). We have viewed Johnny Tremain, 1776, and Orphan Train videos. We have also read and discussed articles from "Us and Them," a magazine published by the Southern Poverty Law Center.

Materials:
--Pocket Prong folders with Xeroxed pages
--Letter sent home to parents explaining the goals, etc. of the unit

--Classroom access to the internet. We have four iMacs and one iBook in our classroom, each of which is networked to the internet through the school's network system.
--Parent and child signatures on Knox County's Acceptable Use of Media permission slip.

Resources:

Wolfman, Ira. *Climbing Your Family Tree.* Workman Publishing: 2002
Chorzempa, Rosemary A. *My Family Tree Workbook: Genealogy for Beginners.* Dover: 1982
Fritz, Jean. *Early Thunder.* Puffin Books: 1967
Lowry, Lois. *The Giver.* Bantam books: 1993
Hakim, Joy. *War, Terrible War.* Oxford University Press: 1994
Hakim, Joy. *Reconstruction and Reform.* Oxford University Press: 1994
Hakim, Joy. *Liberty for All?* Oxford University Press: 1994
Hakim, Joy. *An Age of Extremes.* Oxford University Press: 1994
Ray, Delia. *Behind the Blue and the Gray: Soldier's Life in the Civil War.* Scholastic: 1991
Freedman, Russell. *Lincoln: A Photobiography.* Clarion Books: 1987
Hurmence, Belinda. *Slavery When I Was Chillun.* Putnam: 1997
Johnny Tremain (video)
1776 (video)
Orphan Train (video)
Jeremiah Johnson (video)
Us and Them: A History of Intolerance in America by Jim Carnes, Teaching Tolerance, 1995, 130 pages, (a project of the Southern Poverty Law Center)
"Blankets For the Dead" in *Us and Them*
"No Promised Land" in *Us and Them*

Strategies/Procedures:
The unit opened with Lisa Oakley from the East Tennessee Historical Society presenting genealogical studies for about 90 minutes. Lisa helped the children learn where they might be able to find information to use in setting up their own histories. She also provided some examples of where information could be found. The second day of our study I gave each child a folder filled with various forms to help them keep track of what they were doing. We discussed the parent letter that went out, as well as the goals and purposes of the study. We then spent 13 class periods working on the search for information. When we returned from Winter Vacation, the children were told I would collect whatever they had in ten more school days, but any more work on the project would be done at home.

Evaluation/Assessment:
On day 18, each child handed in his or her packet, and presented his or her ideas on the project. Each child discussed whether the project was valuable, what was learned, if it was a pleasant experience. I developed a simple rubric for grading the projects, although obviously there was a great deal of subjectivity involved as well. I was looking for quality of work, including evidence of a significant commitment to the search for answers.

Author's Evaluation:
I was very surprised by what I learned from this project. A quick glance might show that the project was a flop! We had little if any successes in finding information on the Internet. Most

genealogical data banks are now charging money to provide information, which a public school certainly can't afford to pay. We frequently ran up against dead ends, usually only finding the information we already had. With only five computers available, it was very frustrating to try to even get the information – the network was down, or the computers froze, or the computer was slower than molasses, etc. I myself was unable to find anything about my family, even though I spent hours both at home and at school trying. I realized very quickly that I had only two children who were from Tennessee – most of my students are part of "transplanted" families, and the distance between them and their relatives is very hard to bridge when you are 10 or 11 years old. Finally, I discovered the second day of the project that two children were adopted, and both wanted to search for their biological parents! I called both families for permission to discuss this with my students, and we decided that for our purposes their "families" were their adoptive families. The children realized that searching for their birth parents is an activity that will simply have to wait until they are much older.

However, the oral presentations made by the children told a very different story. Most children admitted they were extremely frustrated with their inabilities to find information on their families. However, most were able to contact grandparents and relatives, and found they were hearing stories about their histories they had not previously realized. We had many interesting findings through these oral interviews. For example, Erin learned that she could trace her family to passengers on the Mayflower, something she had not known. Jenna learned that her grandparents were survivors from Hitler's prewar Germany, and she used the information to write an account of her mother's birth in a refugee camp for a Celebrate Literacy book entry. O'Neill learned that his father had written a fake newspaper article announcing O'Neill's birth to the world, while Emma learned that her father's ancestors were among the first families to settle Tennessee in 1796. All the children learned that somewhere in their family an adventurous spirit had faced the problems of immigration. In addition, many children saw a very different side of their grandparents, both good and bad. Some found they actually had something to talk about, while others learned how frustrating it is to try to hold a conversation with an unwilling participant. The lesson I thought was a failure was actually a great learning experience for the children.

I also received quite a bit of positive feedback from parents. Many agreed that their children were now old enough to have curiosity about their origins, and most grandparents were more than willing to share stories about themselves and their relatives. Of course, there were complaints about having to hunt and find all the documents and pictures, but no parent told me that the project was impossible.

The negative side, as I had expected, came from a student who is not from Europe. A first generation American, Alborz found that phone calls to the Middle Eastern area of the world were impossible, and he was unable to learn anything from the relatives he had living in Iran. He also found that his parents had very little in terms of relics or heirlooms to share with him, given the circumstances under which they came to America. As political refugees, the search for roots was something entirely different, and Alborz became totally frustrated with the entire project. He was the only child to state that he should not have had to do the project.

Will I do this again next year? I honestly don't know. I think I am correct that this age is the perfect age for children to learn of their heritage, and knowing their ethnic and historical background does help them understand the history of the United States better. However, the frustrations in finding information must be considered, and those frustrations may not be worth the aggravation for the unit. Certainly I could do a much shorter unit, around a vacation when the children might be able to visit with relatives, and perhaps have a shorter, better-defined goal in mind.

Attachments:
Copy, permission slip sent home to the parents
A sample copy of the folder can be provided on request. The formatted pages were culled from various sources.
Rubric used for assessment

Tuesday, December 3, 2002
To: Parents and Students
From: Mrs. Ohriner
RE: Social Studies project for December

The next unit in our study of American history is a unit on immigration. We have already spent lots of our time on the early years of the United States. We have studied the Constitution to learn how that document regulates our lives. We have done a lengthy study of the first major battle against the Constitution, the Civil War, and learned how the United States managed to remain intact. We have looked briefly at the expansion of the population and the nation toward the west. We even saw "West Side Story," about the conflicts in the cities that will happen much later in the twentieth century. Now we are moving into the 20th century, which of course begins with inventions and the initial massive waves of immigration.

I think the best way for children to understand immigration is for them to learn how and why they themselves, through their families, wound up in America. For some children, researching many generations may be possible. For others, a generation or two is all that is available. In any case, I think a lot is to be learned from the process. The children will learn some researching skills, and will get to see why so many of our ancestors have come to America and made it "home."

I have enclosed an outline of the presentation given yesterday to start out our unit. I want the children to begin with oral histories, by asking questions of their parents, grandparents, aunts, uncles, friends, relatives, etc. From there, the children will move to primary and secondary sources – birth certificates, death certificates, bible entries, tombstones, letters, photographs – whatever exists. We will then try to use the Internet to research other sources, such as the Census Bureau, Bureau of Statistics, whatever.

The children will need access to documents. If you don't have any documents, we'll learn how to write letters and request information. My intent is not to drive parents crazy! We can copy things here at school, and I assure you I will take very good care of anything that comes in. (Your child will have a folder in which to keep everything).

I know this sounds like a huge project – it probably is! I really want to try it, because it seems to me that it will be fun, it will give each child a sense of being and belonging, and they might even create nice presents for members of their families! I am hoping we can get this project finished before Winter Break, but I realize that we may need to extend the time, and I will keep an open mind as we get closer to Winter Vacation.

If you have any questions, please let me know.

Genealogy Presentation

(Notes taken from presentation by Lisa Oakley)

A. Intro – what is oral history?
   1. Do you have histories of your own?
      a. Winning awards, doing things, etc.
      b. Have you written this stuff down? Are your parents keeping scrapbooks or writing things down?
   2. The things we study are things people experienced, with information coming from family histories, community histories, etc.

B. Research
   1. At home – we have to use computers, books, encyclopedias, oral histories, maps, atlases, dictionaries, museums, photographs, newspapers, letters, paintings, magazines, tvs, documents
   2. Primary documents – things that happen at the time of an event
   3. Secondary – things that are pulled together years after the event; biographical
   4. Student worked together researching Alvin York (Faith, Mackenzie, Rachael, Anna Long); Andrew Johnson (Emory, O'Neill, Blair, Olivia, Brianna); Sam Houston (Alborz, Erin, Hillary, Emma); Davy Crockett (Sam, Kerry, Jenna, Christy) and gave reports based on what they had done. We also discussed what types of resources were used in their research.

C. What do you do and where do you go?
   1. Names – very important
   2. Find what you can at home first
      a. See list Ms. Oakley gave us
      b. Go through your parents' scrapbooks, etc.
      c. Look at birth certificates – you will need maiden names. Get certificates from places like city hall (@ state level). Also need to know where people were born, and it's good to know the county someone was born in.
   3. Dates are really important
      a. If you are guessing, be sure you put in a question mark so everyone knows it is a guess
      b. Family bibles, wills, tombstones, cemetery records will be a big help

D. Reminders:
   1. Start at home, and keep everything in the folder Mrs. O will give you.
   2. Choose what you want to do – what is your goal?
   3. Use oral histories first
   4. Find a document, get a copy of it, and put it all into a folder. You could also add pictures, etc if you have them
   5. then, go from there

E. Our Goal: learning how each of our families came to this country (who, from where, how, why)
   1. You will need to have at least three generations of information (your parents, your grandparents, and possibly your great grandparents)
   2. The final product will have your parent's signature authenticating the completeness of your information

3. Your final project may be presented in any form you wish – a tree, a notebook with the information, a computerized program like the sample we saw. The only restrictions are that it must be your own work and your own design, not your parents' work or design!

Genealogy Study Assessment Rubric

Description	Points Earned	Possible Points
Presentation	20	_____
Folder turned in	10	_____
Completeness folder and presentation show a serious effort in trying to find information; interviews and or documentation of conversations with living relatives included	50	_____
Documentation included (or an explanation why documents are not included	10	_____
Overall appearance of project	10	_____
Total	100	_____

WW II-The Home Front

Submitted by Sherry W. Rogers
Lenoir City, TN

Objectives/Purpose: The goal of this lesson is for students to develop an appreciation for the contributions and sacrifices made by Americans on the home front during World War II. Students will discuss the impact war had on day-to-day life in the United States. Students will draw a political cartoon or poster to illustrate one of the things that Americans were asked to do on the home front in support of the war effort.

Grade Level: Fifth Grade

Group Size: Entire Class

Lesson Time: This lesson may be taught in one 45-minute session.

Background Information: *A general knowledge of World War II will be helpful to the students. Copies of U.S. Government posters and political cartoons drawn during World War II will be utilized to supplement the lesson. Teachers need to be able to use the Internet to look for web sites to illustrate the material given here. Web sites listed in the lesson need to be bookmarked for easier access during the lesson.*

Materials: Minear, Richard. *Dr. Seuss's World War II Political Cartoons*
Manila Paper/Markers
Internet connected to a big screen television

Strategies/Procedures: Discuss with students the following topics and how they affected the home front during World War II. Use the Minear book and the big screen television with the web sites listed to illustrate these topics.

1. **Rationing:** Beginning in 1942, Americans were given ration tickets to control the amount of gasoline, meat, sugar, butter and clothes to preserve resources needed in the war. Ration books were full of coupons that could be used to buy a fixed amount of rationed items each week or month. (http://www.geocites.com/wmaxwell/ration.html. and http://www.openstore.com/posters/ #31)
2. **Victory Gardens:** After rationing was put into effect, Americans were asked to grow small gardens of vegetables that would provide food in place of the items rationed by the government. This also cultivated morale by showing civilian support for the war effort. (http://www.openstore.com/posters/ #23, #29 and http://www.americanhistory.si.edu/victory/victory2.htm)
3. **Conserving Resources**
   a. **Tires/Gasoline:** Defense needed rubber because natural rubber from the Far East was cut off and synthetic rubber was a precious commodity. Gasoline was also rationed to discourage people from using cars and thus needing new tires.

(http://www.teachervision.com/lesson-plans/lesson-726.html and http://www.openstore.com/posters/ #10)

b. **Cooking fats, metal cans, and paper**: People were asked to remove tops and bottoms off cans and take off the paper, wash, and flatten the cans. Even tin foil off cigarette packs was saved. (http://www.openstore.com/posters/ #4)
c. **Scrap Metal**: Contests were held to meet city and state quotas for scrap metal. Children brought in their toys for scrap drives. Many toys such as wagons and tricycles were not made during this time because much of the metal went for the war effort. (http://www.openstore.com/posters/ #4, #14)
d. **Efficient Workers:** Americans were asked to avoid wasting time and energy. They were encouraged to be as productive as possible at home and on the job. (http://www.openstore.com/posters/ #3, #28 and http://www.americanhistory.si.edu/victory/victory2.htm)

4. **Keeping Quiet:** Americans were asked to avoid talking about the war so that information would not get in the wrong hands. Posters such as "Loose Lips might Sink Ships" and "Keep it under your Stetson" were printed to remind citizens of the importance of keeping quiet (http://www.openstore.com/posters/ #7, #16, #17, #27)
5. **War Bonds**: War bonds were crucial revenue for the war. They were first used to finance the war, but their main impact was on the morale of home front Americans. People were asked to invest 10% of their income in war bonds. Dr. Seuss drew many political cartoons that were printed during this time. Many of his cartoons were drawn to influence Americans to invest in war bonds and stamps. (Use *Dr. Seuss's World War II Political Cartoons* by Richard Minear, http://orpheus.ucsd.edu/speccoll/dspolitic or http://www.openstore.com/posters/ #15, #24)
6. **Women in the Work Force**: Women were asked to work in jobs left behind by men who went to war. Rosie the Riveter, a woman seen in Norman Rockwell's painting, was used as a tribute to the 60 million women who entered the job force to take up positions considered "man's work." Women were admitted to colleges, worked for political parties, and served on juries for the first time. They were also recruited to be nurses in the military service. (http://womenshistory.about.com/cs/rosie/ and http://www.openstore.com/posters/ #13)

Evaluation/Assessment: The students will use Manila paper to draw a political cartoon or poster to illustrate one of the things that Americans were asked to do on the home front in support of the war effort.

Author's Evaluation: Students were very interested to see the posters and political cartoons. They wanted to know more about the cartoons by Dr. Seuss and what they meant. Many other web sites can be located by using a search engine. For additional information, enter World War II and one of the above topics.

BEST COPY AVAILABLE

Battle of King's Mountain

Submitted by Marylaine Dreise
Knoxville, Tennessee

Objectives: **The student will:**

- Identify the early Tennessee settlement of Watauga and leaders John Sevier and Isaac Shelby
- Trace the route of the Overmountain Men from East Tennessee to the King's Mountain battlefield
- Determine the role and contribution of militia in winning the American Revolution
- Compare the militia's "Indian style" of fighting to formal methods of combat
- Describe the contributions and sacrifices of the settlers to the war effort
- Evaluate the effects of animosity between local Tories and Patriots

Teacher will have learning stations marked by "historical markers" set up around classroom or other space, and students will follow the "battle trail" and answer questions in their "Trail Guide" as they go.

Teacher will introduce the situation in 1780 at Station #1, putting the southern battles of the American Revolution in context with the war as a whole. Teacher will display overhead of the route the Overmountain Men took to the battle.

Grade Level: Eighth

Group Size: regular class

Lesson Time: one class period

Background Information:
Ask students if Tennesseans played a role in winning the American Revolution. Explain that though Tennessee was not yet a state (1796) it was settled by 1776 in Watauga (Upper East Tennessee). Locate area on modern map. Define: muster (gathering of volunteers to form militia).

Materials:

Alderman, Pat. *The Overmountain Men.*Overmountain Press, Johnson City: 1970

Revels, Christopher C., Coordinator, *Kings Mountain National Military Park Resource and Activity Guide*, National Park Foundation, "Parks as Classrooms" project, 1995, King's Mountain.

Weeks & Womack. *Tennessee: The History of an American State.* Clairmont Press, Atlanta: 2002.

Strategies/Procedures:

Teacher will read aloud, "A Pioneer Muster" and Samuel Doak's Sermon, 1780.

Students will then take their "Trail Guides" and answer the questions as they read the account and look at pictures of the battle.

If time allows, show the King's Mountain Battle Site film. (15 min.) If not, use it for review on the following day.

Evaluation/Assessment: Teacher will read aloud the names of men in the battle that are shared by students in the class. Remind students that their ancestors fought for America's freedom, and Tennesseeans earned the nickname "Volunteers" the hard way – through military service in time of the country's need.

Students will use their completed "Trail Guides" to write a journal entry as follows: You have fought for the Patriot cause in the Battle of King's Mountain. You are returning home over the mountains and have stopped for the night. Record your diary entry for the night describing your trip and participation in the battle in one page.

Social Studies Curriculum:

8.4.07	1.9 Discuss major contributions made by William Bean, James Robertson, John Donelson, John Sevier, and Isaac Shelby to Tennessee.
8.5.10	2.3 Locate and describe the major battles and sites of the American Revolution.
8.5.17	2.6 Describe the Overmountain People and long hunters and their relationship with North Carolina.

The CCC in Tennessee: A History Project

Submitted by Bill Graves
Oak Ridge, Tennessee

Objectives/Purpose: The objective of this project is to help students identify and locate CCC camps and project sites in their local area. The students should also learn whom the workers were who lived and worked there, where they were from and the type of projects they did. This assignment involves research, inquiry, problem solving, interviews and historical analysis.

Grade Level: Seventh to Twelfth

Group Size: regular class size

Lesson Time: This lesson may be implemented in a six to nine week period.

Background Information:

The Civilian Conservation Corps (CCC) was started in 1933 to provide relief to young men without work, to develop parks for public use, and to conserve our natural resources. CCC camps under military control were set up in national parks and forests to employ nearly three million unmarried men. CCC workers planted trees, cleared trails and campsites, and built bridges, dams, fish ponds and fire towers.

Tennessee belonged to District C, and the number of camps here numbered as high as 77 in 1935. Some 70,000 Tennessee boys served in the CCC in our state, and some went as far away as the West Coast. By 1941 in the Volunteer State they had built 98 lookout houses and towers; erected 3,959 miles of forest telephone lines; built 1,469 miles of minor roads; constructed 387, 208 check dams for erosion control; planted 36,091,208 tress for erosion control; 26,939,900 for reforestation; and spent 134,811 man-days fighting forest fires.

CCC boys also built the first state parks in Tennessee, including Pickett, Reelfoot, Frozen Head, Norris Dam, Big Ridge, T.O. Fuller, Booker T. Washington, Harrison Bay, Cove Lake, Pickwick Landing and Cumberland Mountain. The CCC not only helped greatly to reclaim the state's soil and forests and to build the first state parks, but it also provided relief against the Great Depression.

Materials: Local history resources found in libraries and from the web, old newspapers on microfilm and microfiche, etc.

Strategies/Procedures:

First Phase- Research the New Deal and the CCC. Compile historical data for background information. Locate sites in your local area and map their locations. Research which CCC companies were working at the various sites and where they were from. Students may contact CCC veteran organizations for more information or resource people.

Second phase- Arrange a field trip to a local CCC camp or project site. Take photos, make sketches of structures and compare the site today with historical photos and descriptions. Research the skills and training necessary to build the structures; evaluate the architecture and design of the structures, the materials used, etc.

Third phase- Locate individuals in the local area who were CCC workers, and arrange an interview or classroom visit.
Fourth phase- Make a display of the CCC and the local sites, local history, veterans, etc.

Evaluation/Assessment: Students will submit a completed project that may include photos, interviews, summaries, maps, diagrams, etc, for a grade. Grading criteria depend on teacher discretion.

Author's Evaluation: This project may be implemented as an interdisciplinary unit to include math (measurement, percentages, etc.), English (interviews, readings, written summaries, etc.), science (ecology, conservation, etc.) and social studies (history, geography, anthropology). Teachers may choose to incorporate only the social studies component if they wish to abbreviate the assignment.

The History of Oak Ridge, Tennessee /O.R.N.L.

Submitted by Pam McBroom
Putnam County, Tennessee

Objectives/Purpose: Students will become aware of the history surrounding the development of Oak Ridge, Tennessee and Oak Ridge National Laboratory. Students will understand that Oak Ridge did not begin with the lab, but as several small communities that had existed for many years. Students will research and compare historical information. Students will also discuss the impact that choosing this area for a laboratory had for the members of the existing and surrounding communities. Students will follow the development of the project and understand its importance in world events.

Grade Level: Eighth- Twelfth

Group Size: Regular classroom

Lesson Time: three or four 45 minute class periods; one full day for culminating field trip

Background Information: Before Oak Ridge as we know it, four small communities existed: Scarbrough, Wheat, Elza, and Robertsville. Approximately 1000 families were removed from the land for the current facility to be developed. As the United States worked to be the first to develop the atomic bomb, the Manhattan Project employed thousands and birthed Oak Ridge, Tennessee.

Materials: Various books on Manhattan Project, World War II, Tennessee history, U.S. history, and the history of Oak Ridge and Oak Ridge National Laboratory. Also, access to the Internet is needed.

Strategies/Procedures: Research the Manhattan Project and O.R.N.L. in textbooks and other trade books. How much information is given about life in the valley before O.R.N.L.? Document findings of any mention of pre-O.R.N.L. information you may find. Look for information on topics such as communities, population, and economic conditions. As research and discussion continues, construct three time lines parallel to each other on a bulletin board. The top line should document events related to O.R.N.L., the middle to U.S. events and the third to world events. With this visual display of dates and events, students can better understand how local events are related to world events. This will also facilitate a more in-depth discussion of what happened in Tennessee and why it was seen as so important and secretive to the government, and why they choose to carry out the program as they did. Access the Internet using key words such as, "Oak Ridge History," "Manhattan Project," "New Deal." The following site has many photographs and information on the different locations of Manhattan Project developments, www.childrenofthemanhattanproject.org/HISTORY/H-06b1.htm. Notice in the second paragraph, the mention of "relatively few families" that were to be moved. How does this compare with other sources? As this project continues, questions should be brought up as to the reason for choosing this area, the importance of the project as a whole, the global

BEST COPY AVAILABLE

impact of the project, the speed with which the project was carried out, and the necessity of the project. Conclude the activity, with a preplanned trip to The American Museum of Science and Energy in Oak Ridge. If time and numbers allow, the public bus tour will reinforce some of the information students have no doubt found and discussed in class.

Evaluation/Assessment: Students should receive a participation grade for their discussions in class. Also, a short paper on what they discovered could be required, as could a test based on the dates and events of the time lines. As students move through Tennessee and U.S. History, they will be tested on various pieces of the material covered in this lesson.

Author's Evaluation: Because I am blessed to teach in a small setting, I carried out this activity with a class of eight 8th graders. The research went smoothly and quickly and the discussion was active to say the least. The students were quick to pick up on issues of moving the people who occupied the area before the government took over the land. As we continued with the research and correlated local and world events, a better understanding of why this happened began to appear. Because we are geographically close to Oak Ridge and everyone in the class had been there, they were much more interested in the information than when we study far away places. I also armed my students with questions to answer and information to find during our trip to the museum and O.R.N.L.

The New Deal "Alphabet Soup" in Tennessee

Submitted by Elizabeth Rose
Roane County, Tennessee

Objectives/Purposes:

a. Students will be able to identify the eleven primary federal agencies involved in creating Tennessee's New Deal landscapes.
b. The students will be able to identify New Deal programs still in existence.
c. Students will be able to identify and locate state offices, county courthouses, federal courthouses and post offices, community buildings and institutions, schools, housing, parks, memorials, museums, and dams in Tennessee that were constructed during the New Deal era.
d. Students will be able to explain how the New Deal programs affected the lives of people living in Tennessee during the Depression.

Grade Level: Seventh Grade

Group Size: 35 students in groups of 3 or 4

Lesson Time: One 50-minute class to introduce lesson and to get into groups. The students will then be given 2 weeks to conduct their research and to put together their class presentations.

Background Information: Prior to this lesson students should be familiar with the events leading up to and causing the Great Depression. Specific information about how Tennessee was affected should also be presented. This information can be found in *The Tennessee Blue Book*, A History of Tennessee, pages 398 – 404. Key Vocabulary: "Alphabet Soup Programs" was the term used to refer to the New Deal programs initiated by Roosevelt. Their initials usually referred to these programs. The following made up the "Alphabet Soup":

Agriculture Adjustment Act (AAA)
Civilian Conservation Corps (CCC)
Civil Works Administration (CWA)
Farm Credit Administration (FCA)
Federal Deposit Insurance Corporation (FDIC)
Tennessee Emergency Relief Administration (TERA)
National Recovery Administration (NRA)
National Youth Administration (NYA)
Public Works Administration (PWA)
Tennessee Valley Authority (TVA)
Works Progress Administration (WPA)

Materials:

1. "Alphabet Soup" cards and a container (A bowl is a great container for soup!)
2. Directions for group research and presentation and grading scale.
3. List of resources and web sites.

4. Computer lab with Internet access, and library.

Strategies/Procedures:

1. Prior to class, divide the "Alphabet Soup" programs into 35 individual alphabet cards. There will be one letter of each of the acronyms on an individual index card. (Yes, there will be many A's!)
2. List the "Alphabet Soup" programs on the board.
3. As the students enter the room, let them draw an alphabet card from the soup bowl. If class is smaller than 35, you will have to delete 1 or 2 programs and present them yourself. Adjust the number of programs to the number of students you have.
4. Have students locate alphabet partners using the list on the board.
5. After students have formed into research groups and have their assigned New Deal Program, hand out the research and presentation guidelines and discuss. Students should also be given a list of resources and web sites to help aid in their research.
6. Several days of class time should be spent in the computer lab and/or the library so that children have access to the materials needed to complete their research. Class time should also be given to work on presentations.

Research and Presentation Guidelines:

Each research group must submit the following:

1. One type written report per group containing the Who, What, When, Where, and Why of their New Deal Program. Who established the program, when, for what reason was this program established, who did it benefit, what region benefited most from this program?
   a. Did this program have an effect on Tennessee? If yes, how?
   b. Does this program still exist?
   c. Are there any historical places in Tennessee that still exist that were created by this program?

2. One visual per group: poster, collage, diorama, video, mobile, slide show, etc. Visual must be neat, attractive, creative, and capture the theme and goal as to why the program was created. **Or**
   An oral history by someone who was effected by, relocated, worked with, or on the program that you are researching. The oral history must be tape recorded or video taped and then transcribed.

3. Five-minute minimum oral presentation to class. Presentation must be well thought out. Present interesting information about your New Deal Program. You must tell why the program was established, whom did this program provide relief for, and if it still exists. Tell how this program effected Tennessee and give examples. Be creative in your oral presentations including stories, songs, pictures, photos, and showing your visual.

Evaluation/Assessment: The students will be graded on a point system. The written report will be worth 30 pts. the visual or oral history 30 pts., and the oral presentation 40 pts. The students will also be given a quiz over the New Deal programs that were presented.

Author's Evaluation: The students loved picking out their letter of the alphabet soup and finding their match, but were very surprised when told that they were now in their research groups. This is a great way to shake things up and diversify the work groups! The students enjoyed the research and finding connections to Tennessee and especially East Tennessee. I think that now when they go to a state park they will pay more attention to the structures to see if they where built by CCC workers. The artistic students enjoyed the visual content and produced some very creative pieces. The scariest part of the project for all of the students was the presentations, but once we got started it was everyone's favorite!

Successful Oral History Interviews

Submitted by Liz Shugart
Knoxville, Tennessee

Objectives/Purpose: Students will gain important interviewing skills which will allow them to conduct successful oral histories about any time period in history. After practicing in class, students will visit an assisted living center or nursing home to obtain final interviews.

Grade Level: Sixth, Seventh, and Eighth grades

Group Size: 10-30 students

Lesson Time: 2-3 sixty minute class periods for practice and 2-3 class periods for transcribing and processing.

Background Information: Students should have previous classroom knowledge of the Great Depression, Franklin D. Roosevelt's New Deal policies, and World War II.

Materials:

1) 3-6 biographies of people who lived through the 1930s-1940s. The teacher needs to become very familiar with each of these biographies because students will be practicing their interviewing skills on the teacher. Excellent resources can be found at the following web sites.
   http://members.aol.com/famjustin/cccbio.html (biographies of men who served in the CCC)
   http://artarchives.si.edu/oralhist/transnda.htm (interviews with people who worked for the WPA)
   www.tankbooks.com/interviews.htm (WWII interviews)
   http://www.mcsc.k12.in.us/mhs/social/madedo/oralhist/ (interviews with people who grew up during the depression)
   http://www.geocities.com/maxibug1/page_1.html (memories of the depression)
2) Artifacts and props from this time period such as old photographs, toys, clothes.
3) Evaluation sheet that students can use to critique each other. See sample.
4) Audio recording equipment.

Strategies/Procedures:

First class period: Explain to students about the upcoming trip to an assisted living center to conduct oral history interviews. Have students write an introduction for their interview. Students must include their name and age, where they go to school, a description of what they have been learning in class and why they are interested in learning more, and how they will be using a tape recorder to help with transcription. They should begin their interviews by asking the interviewee their name, and where and when they were born. Once introductions are written, have students write up 8-10 questions they might like to ask someone who grew up in the 30s and 40s. Look over their questions so you know how to answer them the next class period.

BEST COPY AVAILABLE

Second class period: Set up your room so that you have chairs for two students to interview someone at the front and everyone else observing. Choose two students to interview one of the people you have researched. Bring any photographs or props you might have to make the interview more interesting. Have the students use a tape recorder to record the interview. Let the interview last for 8 to 10 minutes or until students run out of questions. The rest of the class should use the evaluation sheet to critique the interview. Process the interview afterwards using answers students wrote on their evaluation sheets.

Do not go over interviewing techniques with students beforehand because they very quickly see what happens when you ask yes or no questions or someone does not want to talk with you. Students remember better if they experience something themselves.

Strategies to discuss: How to listen actively and intently, allow for silence, follow up thoroughly before moving on, ask for specifics if interviewee makes generalities, phrase questions so as not to get yes and no answers, and to be flexible.

After these practice interviews, arrange for students to visit an assisted living center to conduct interviews. Students will transcribe their interviews and share with the class what they learned. Copies of the interviews should be sent to the resident of the center as well as a thank you note.

Evaluation/Assessment: Students will be evaluated on their participation in the practice interviews and their responses on the evaluation sheets. Oral history transcriptions will be evaluated on how well students incorporated interviewing strategies into their interviews.

Author's Evaluation: I found my students were very excited to do these practice interviews and they took them seriously because I was prepared. Having students prepare questions ahead of time helped me decide what strategies I could work on with each interview. I was lucky because my sister agreed to come to class and portray several women who had lived through the depression. I used these practice interviews to also see what my students remembered from our lessons and activities about the Great Depression and the New Deal. Although you won't be able to address everything students might encounter at an interview, the more problems you can include in your practice interviews the better. Processing the interviews immediately afterwards is important because it gives students a chance to get their questions answered about something they noticed during the interview.

Many of the students thought these interviews were going to be easy but quickly saw how hard it was sometimes to get good information. I had some students who did not want to do this initially, but after practicing they were really excited. My class sent flyers that they designed to the assisted living center beforehand so that residents would know what we were doing. Students requested that residents bring any photographs or artifacts with them that they might like to share. My students found that residents were very happy to talk about pictures of their family and they came back from the assisted living center wanting to go back next month for more interviews. Good preparation is the key to successful interviews.

Interview Critique

Name of interviewers:_____

Critique of Introduction: _____

_____

Critique of Questions: _____

_____

_____

Were there questions the interviewers should have asked? _____

_____

_____

With 5 the highest rating and 1 the lowest, rate this team of interviewers _____

Interview Critique

Name of interviewers:_____

Critique of Introduction: _____

_____

Critique of Questions: _____

_____

_____

Were there questions the interviewers should have asked? _____

_____

_____

With 5 the highest rating and 1 the lowest, rate this team of interviewers _____

The Civilian Conservation Corps:
National History Day Project

Submitted by Suzanne Terrell
Sevier County, Tennessee

Objectives/Purpose: **The objective of this project is to select a topic of historical significance and to then prepare a project for the National History Day (NHD) competition. The students should learn about the NHD program--the theme for the year, contest rules, and suggested topics recommended in National History day materials such as the annual curriculum guide. Once the topic has been selected, research should begin. Primary and secondary materials should be consulted. The 2003 theme "Rights and Responsibilities in History" led to the 2003 topic choice of the Civilian Conservation Corps. The form for the project--an historical paper, a skit, a documentary, or an exhibit--is chosen based on the research. During the process, students should consider the historical perspective, significance, and relevance of their topics today.**

Grade level: **sixth to twelfth**

Group size: individual or group from 2 to 5 students

Lesson time: This lesson involves work during the fall, winter, and early spring terms

Background Information: The economic turmoil following the U.S. stock market crash in 1929 brought the defeat of a president and election of another to relieve poverty, provide jobs, and stimulate the economy. Agriculture was also crushed by weather conditions such as drought, the Midwest dustbowl, and overproduction of livestock. By the early 1930s businesses and banks were closed. As a result, a quarter of the population became unemployed and society experienced an increase in crime and hunger. Simultaneously, an effort to plan to preserve and conserve the environment while putting young men to work became a focus of the new presidency.

President Franklin Delano Roosevelt promised a work relief program. He was elected and within one month the Civilian Conservation Corps (CCC) was organized under four governmental departments in partnership with the military. The CCC worked throughout the United States.

One example of the CCC programs was the work of the boys in the Great Smoky Mountains National Park. The park was in its infancy as a tourist destination. The CCC boys created the infrastructure for what is now the most visited national park in the country. They built roads, trails, shelters, bridges, lookouts, a headquarters, fish-ponds, tunnels, fire towers, as well as controlling erosion, and planting trees. The CCC affected every American.

Materials:

Hardy, Beatriz, Cathy Gorn, Amma Ghartey-Tagoe, and Nicole Lopez-Jantzen. *Rights and Responsibilities in History: National History Day 2003National History Day Guide.* National History Day, Baltimore: 2003

Jolley, Harley. *The CCC in the Smokies.* Great Smoky Mountains Natural History Association, Gatlinburg: 2001

Cohen, Stanley. *The Tree Army: A Pictorial History of the CCC.* Pictorial Histories Publishing Company: 1993

GSMNP Archives--vertical files of primary sources (menus, newspapers, contracts, photos, recruitment posters, letters), various online articles, interviews, NACCC and the TNACCC, microfilm and microfiche.

Strategies and Procedures: First: introduce the National History Day project objectives. Distribute a published handout that details the theme for the contest and the suggested topics. Brainstorm ideas. Start research. In this example we started by reading Jolley's pamphlet followed by a field trip to the park archives. Assign each student to correspond with a significant primary source through e-mail, fax, or letter. Research the time in history to understand the historical context, create an historical timeline of the topic, followed by interpretation and analysis of the impact over time.

Next, decide how to communicate what is learned: research paper, skit, documentary, or exhibit. Start a journal of the research process. Write a process paper. Review MLA style. List sources in an annotated bibliography. Write a title page. Practice an oral presentation/defense of the project. The curriculum guide offers practice questions.

In the late winter and early spring, students are judged locally and at the district level for the National History Day program.

Evaluation/Assessment: The students will present a project for judging including an annotated bibliography and a process paper.

Author's evaluation: Selecting a topic was difficult for some students. Most students could not put the historical context into focus. They were most interested in field trips to local historical sites. Dividing up the research and other logistics of working in a group was a constant concern. Students were very enthusiastic. They enjoyed seeing all the projects at the competition. They learned in-depth research methods.

Students needed a lot of guidance in the middle school grades. In high school, students were too independent in their research. The sources for research were conventional and they needed to be encouraged to seek interviews, letters, and other primary sources.

I believe the students will remember this experience with history much longer than the march through the textbook. I believe it will provide a foundation for further research.

The Impact of TVA on the Tennessee Valley

Submitted by DeAnna Davis
Knoxville, Tennessee

Objectives/Purpose: The student will explain TVA's impact (both positive and negative) on the Tennessee Valley.

Grade Level: Eleventh

Group Size: 12

Lesson Time: three class periods

Background Information: Students need an understanding of the Great Depression and FDR's New Deal, including relief, recovery, and reform. FDR believed the South was the poorest area in the country. TVA was created and given the task of managing the resources of a large region.

Materials: Any history textbook which discusses the Great Depression, the New Deal, and TVA; the movie *Wild River*; lyrics to the songs *Reflections, The Song of Cove Creek Dam, "Casey" Roosevelt,* and *TVA Song*; and statistics from *TVA and the Dispossessed* by McDonald and Muldowny (Table 24)[Contact ETHS for copies of some of these materials].

Strategies/Procedures: Lecture over FDR and the New Deal. Students watch the movie *Wild River* and write down pros and cons of TVA while watching. After the movie, the teacher leads a class discussion and writes the pros and cons on the board. The students are then given the statistics sheet and lyrics of the above-mentioned songs. The students then answer questions about each song including "What is the mood of the song?" "How does the songwriter feel about TVA/Franklin Roosevelt/the federal government/moving?" "Does the songwriter have positive or negative feelings (or both)?" The students are to use evidence to explain their answers.

Evaluation/Assessment: After all the above activities, the students are to write an essay (minimum of 3 paragraphs) on the impact TVA had on the Tennessee Valley. They are to use evidence from the songs, the statistics sheet, the movie *Wild River*, lecture, and the textbook. They are to use specific examples to prove their points.

Author's Evaluation: This lesson worked very well with my students. They are familiar with TVA and, as a result, were very engaged in learning. They gained a good knowledge of both the positive and negative effects TVA had on our region. Their essays' grades ranged from A-C (higher than usual—for most of their essay assignments there are usually some D's and F's).

Living History

Submitted by Regina Headden
Morgan County, Tennessee

Objectives/Purpose: The objective and purpose of this lesson is to get students to think about how national events affected people in their own family and community. Students will be given a list of events that took place in the latter half of the 20th century. They will gather signatures of people who were participants in or witnesses to these events.

Grade Level: Sixth through Twelfth

Group Size: Works well with large or small classes

Lesson Time: Introduction to class 15-30 minutes; debriefing when assignment is completed 30-45 minutes

Background Information: Students will need to have studied the events or will soon study the events. What works well is to go over each event and give students suggestions as to where they might find people who would be able to sign their form.

Materials: Form with descriptions of historical events (sample included).

Strategies/Procedures: Ask students what historical events they have been witness to in their lifetime. The teacher can give examples of events he/she has also been witness to as well. Hand out forms to students. Tell students that this assignment is like a scavenger hunt – they will have to find people who fit the descriptions. Go over each description and give the students hints as to where they may be able to find people to sign their forms. Allow students to sign no more than two on their own forms and others may sign no more than three.

Evaluation/Assessment: Set a due date for the form with the signatures to be turned in. Allow students to earn points for a grade – for example: 200+ points for an A; 150-199 points for a B and so on.

Author's Evaluation: This lesson was first tried during the Fall 2002 semester with two classes of U.S. History students. All were in the 11th grade. After introducing the assignment, a "middle-of-the-road" student said he thought this was a "cool assignment." Several students were able to get more than 400 points in less than a week. Parents and faculty members really liked helping students with this assignment.

Name: _____ **Block : 1st 4th**

Living History Project

If you were to talk to family members, teachers, friends, neighbors, people at church, you would find that they have been witnesses to many historical events and have participated in historical events as well. This project is designed to help you get to know these people better by finding out how they have been active participants in U.S. History. You will have the last nine weeks of the semester to complete this project. It is due at the beginning of class on December 17, 2002.

Directions: Read over the descriptions and get someone who fits the description to sign your paper. You will collect points as you gather signatures. The grading scale will be as follows: 200+ points = A; 150-195 points = B; 100 - 145 points = C. Turning in less than 100 points will result in an F.

Point Value	Description	Signature	Points Earned
5	Someone who voted in the 2000 Presidential election		
5	Someone who voted in the 2002 Election on August 1.		
5	Someone who voted in the November 5, 2002 election.		
5	Someone who was watching live TV when the 2nd airplane hit the South World Trade Center Tower on September 11, 2001,		
5	Someone who has seen the current or a former President of the United States in person.		
5	Someone who agreed that OJ was innocent.		
5	Someone who voted for Bill Clinton in both 1992 and 1996.		
5	Someone who saw the Challenger explosion live on TV on January 28, 1986.		
5	Someone who has taken a tour of the White House.		
5	Someone who has seen the original Declaration of Independence at the National Archives in Washington, D.C.		
5	Someone who has toured the Capitol building in Washington, D.C.		

BEST COPY AVAILABLE

Point Value	Description	Signature	Points Earned
5	Someone who has voted in every local, state, and national election since they were old enough to vote.		
5	Someone who remembers the start of the Gulf War.		
5	Someone who watched the Watergate hearings in the summer of 1974.		
5	Someone who watched Neil Armstrong walk on the moon on July 20, 1969.		
5	Someone who saw Jack Ruby kill Lee Harvey Oswald live on TV in 1963.		
5	Someone who really knew and talked to James Earl Ray.		
5	Some who helped recapture James Earl Ray when he escaped from Brushy Mountain.		
5	Someone who remembers when Martin Luther King, Jr. was killed in April 1968.		
5	Someone who remembers when Robert Kennedy was killed in June 1968.		
5	Someone who remembers when Apollo 13 had a problem in April 1971.		
5	Someone who voted for Lyndon Johnson in 1964.		
5	Someone who voted for Richard Nixon in both 1968 and 1972.		
5	Someone who voted for Jimmy Carter in 1976.		
5	Someone who voted for Ronald Reagan in 1980 and 1984.		
5	Someone who remembers when 52 Americans were taken hostage in Iran in 1979.		
5	Someone who voted for George Bush in 1988.		
5	Someone who has visited all 50 states.		
5	Someone who was watching the World Series when the earthquake hit San Francisco in 1989.		
5	Someone who attended the 1982 World's Fair in Knoxville.		

BEST COPY AVAILABLE

Point Value	Description	Signature	Points Earned
5	Someone who attended the Bicentennial Celebration in Wartburg in 1976.		
5	Someone who watched the Team USA win the gold medal in hockey in 1980.		
5	Someone who has held a political office - local, state, or national.		
5	Someone who considered himself or herself a hippie during the 1960s.		
10	Someone who attended a sporting event during the 1996 Summer Olympics in Atlanta.		
10	Someone who has actually talked to a current or former President or Vice President.		
10	Someone who fought in Vietnam.		
10	Someone who fought in Korea.		
10	Someone who fought in the Pacific during World War II.		
10	Someone who fought in Europe during World War II.		
10	Someone who fought on Iwo Jima in World War II.		
10	Someone who fought in the Battle of the Bulge during World War II.		
10	Someone who took part in the D-Day invasion on June 6, 1944.		
10	Someone who was at Pearl Harbor on December 7, 1941.		
10	Someone who worked at Oak Ridge during World War II.		
10	Someone who worked for the CCC (a New Deal Program) during the Great Depression.		
10	Someone who worked on the construction of a TVA dam.		
10	Someone who voted for John F. Kennedy in 1960.		
10	Someone who voted for Dwight Eisenhower in 1952		

BEST COPY AVAILABLE

Point Value	Description	Signature	Points Earned
	and 1956.		
10	Someone who voted for Harry Truman in 1948.		
10	Someone who voted for Franklin D. Roosevelt in either 1932, 1936, 1940, or 1944.		
10	Someone who saw Franklin Roosevelt when he made a campaign stop in Oakdale in 1934.		
10	Someone who survived a concentration camp during the Holocaust.		
10	Someone who saw Sputnik as it orbited the Earth in October 1957.		
10	Someone who attended Clinton High School when it was bombed in 1957.		
10	Someone who attended the original Woodstock.		
10	Someone who was at Cape Canaveral and watched the launch of Apollo 11 - the first lunar mission.		
10	Someone who really knew Alvin C. York.		
10	Someone who was wounded during any war.		
10	Someone who was in New York City on September 11, 2001.		
10	Someone who visited Hawaii before it was a state.		
10	Someone who saw Elvis in concert.		
10	Someone who has attended a Presidential Inauguration.		
10	Someone who has participated in Operation Enduring Freedom.		
10	Someone who served on an aircraft carrier during World War II.		
10	Someone who was considered to be a "Rosie the Riveter" during World War II.		
10	Someone who had to wear an I.D. tag to school during the 1950s and 1960s.		
10	Someone who participated in the Tennessee		

BEST COPY AVAILABLE

Point Value	Description	Signature	Points Earned
	Maneuvers during the 1940s.		

BEST COPY AVAILABLE

Tracking World War II

Submitted by Regina Headden
Morgan County, Tennessee

Objectives/Purpose: Students will learn about the impact World War II had on their own county as they gather names of men and women who served during the war and track on a world map the places where these people served during the war. Students will see World War II through the names of relatives and community members as they fought, and sometimes died, so these students could be free.

Grade Level: Sixth- Twelfth

Group Size: Works with any size class.

Lesson Time: 30 minutes initially to set up the activity; 5-10 minutes daily as students bring in information to put on the map

Background Information: The teacher will need some statistics to give to the students regarding the number of soldiers from their particular county.

Materials: World map on a bulletin board; push pins; copies of a form for students to gather their information; strips of paper to write names of soldiers and places served; copies of activity expectations and requirements.

Strategies/Procedures: At least a week before starting the unit on World War II, introduce the activity to the students. Ask students if they know of anyone who fought in any war. Have students share their answers. Inform students that they will be studying about World War II. Give some statistics about those who fought (the Veterans Affairs website has some great information). Also, share with students some information and statistics on soldiers from their own county. Share some stories about a couple of soldiers from the county. Hand out activity description and information form and go over activity with students. Show students how this activity will work by pinning a couple of strips of paper with names of soldiers to the map.

Evaluation/Assessment: Evaluation will be based on student participation as they bring in names of soldiers. Requiring students to bring in a certain number of names is an option.

Author's Evaluation: This activity worked well with high school students who were already gathering names of family members who had served in the military for another project. Also, the students were able to use information from interviews with WWII veterans gathered by U.S. History students during the 1997-98 school year. They were also able to find information from old copies of the local newspaper that the school's library has on microfilm.

Where Were You?

Submitted by Regina Headden
Morgan County, Tennessee

Objectives/Purpose: The objective and purpose of this lesson is to get students to think about how national events affected people in their own family and community between 1929-1945. Students will listen to and read over the words to the Alan Jackson song "Where Were You" and will create their own version in the form of their choosing - song, poem, essay, etc. by choosing one of the following events or eras in U.S. history: the stock market crash; the Great Depression; the bombing of Pearl Harbor; The D-Day Invasion; the dropping of the Atomic Bomb.

Grade Level: Sixth- Twelfth

Group Size: Works well with large or small classes

Lesson Time: 45-60 minutes

Background Information: Students will need to have studied the events or will soon study the events. What works well is to use this lesson as a preview to upcoming lessons on the events mentioned above. Students will then know what to prepare for in completing this activity. Students can be given 3-4 weeks to produce a final product.

Materials: The Alan Jackson *Drive* CD; a CD player of some type; copies of words to the "Where Were You" song for each student; an activity description for the students to know what is expected of this activity; (optional) binding supplies to create a book of the students' work so that each student can share his/her final product with the entire class.

Strategies/Procedures: Ask students if they have ever heard the song "Where Were You?" Have students talk about their feelings for the song and how it affected them the first time they heard it. Tell them that they are going to listen to the song in class and as they listen, they should read over the lyrics. When the song is finished, have students find something in the song that applied to them and have them share that with the class. Next, ask students if anything in the song applied to someone they know. Share answers again. Ask students if they can think of other events in America's history that had a major impact on the people of the United States. Have students share and explain their answers. Hand out activity description and talk about the upcoming lessons that the activity covers. The teacher could also read a sample that he/she has written. Ask the students if they would like to create a book out of their final drafts. Ask students for suggestions on the title and write them on the board or flip chart. Allow the students to vote on the title. Find a student or small group of students who would like to design the cover for the book.

Evaluation/Assessment: Set a date for a rough draft to be due. With each student, go over corrections that need to be made. Be sure to look for historical inaccuracies that the students may have included. Set a date for the final draft to be due. Have the students show where their corrections were made before accepting the final draft. Several different types of grades can be given with this activity – participation, following directions, grammar, etc. The teacher should also assess whether or not his/her objectives were met. Did the students process and synthesize the lessons in order to transition the learning to the activity?

Author's Evaluation: This lesson was first tried during the Spring 2002 semester with two classes of U.S. History students. All were in the 11th grade. The activity also included three other components – What America Means to Me; Remembering 9/11; and Meanwhile Back in Morgan County (students went through microfilm of the *Morgan County News* and wrote about what was happening in the county the week after a major historical event and if the event had any major impact on the county at that time). Each student printed 35 copies of his/her entries. The copies were then collated, and the students bound the copies with binding equipment in the class. One class titled their book "Legacies of a New Generation" while the other class called theirs "Bound Together: We Stand Tall." The feedback from parents was wonderful.

U.S. History LEGACIES Project

LEGACIES is a Goals 2000 grant awarded to Central High School. As part of this grant proposal, students are encouraged to write across the curriculum. This project will help fulfill part of the LEGACIES proposal and will help students become more aware of their place in U.S. History.

Each U.S. History class will put together a book of their own original work that will stand as a legacy of their time in U.S. History during the Spring Semester 2002. Classes will vote on a title for their book, and each student will contribute 4 submissions to the book. Student submissions must be their own original work.

Title: _____

Chapters:

1. **Where were you . . .**
   In this section, students will listen to and read over the words to the Alan Jackson song "Where Were You" and will create their own version in the form of their choosing - song, poem, essay, etc. Students will choose a date in U.S. History that holds major significance to a number of Americans. Some of these dates are:

   - **November 7, 2000:** The presidential election that did not end on Election Day.
   - **April 19,1995:** The Oklahoma City bombing where the hundreds were killed by a domestic terrorist attack.
   - **January 16, 1991:** While watching the evening news, Americans heard about the first shots fired in the Gulf War and CNN became a household name.
   - **January 28, 1986:** The Space Shuttle Challenger exploded less than 2 minutes after take-off.
   - **March 30, 1981:** The assassination attempt on President Reagan and the confusion that followed.
   - **March 28, 1979:** America's worst nuclear disaster took place just outside Harrisburg, Pennsylvania.
   - **August 9, 1974:** Richard Nixon shocked America, as he became the 1st President in history to resign from office due to the Watergate scandal.
   - **July 20, 1969:** Neil Armstrong and Buzz Aldrin became the first men to walk on the moon - or did they.
   - **June 5, 1968:** The assassination of Robert Kennedy, the forerunner for the 1968 presidential race, brought back memories of his brother's assassination less than 5 years earlier.
   - **April 4, 1968:** Martin Luther King, Jr. was shot and killed in Memphis. Was it a lone gunman or a group of conspirators behind the deed?
   - **November 22, 1963:** Dallas, Texas will always be remembered as the place where President Kennedy was killed. Anyone who was old enough can remember the exact details of that tragic day.
   - **August 14, 1945:** V-J Day! Victory in Japan came with a high price. However, when this day finally arrived, Americans were literally dancing in the streets.
   - **June 6, 1944:** D-Day! The Allies finally invaded France as they prepared to face the main force of the German army. American troops were hardest hit as they came ashore on Omaha and Utah beaches in Normandy France.
   - **December 7, 1941:** According to President Roosevelt, it is a date that will live in infamy. The Japanese attacked the American naval base at Pearl Harbor ushering in the United States' entry into World War II - thus forever changing the lives of millions.

- **November 11, 1918:** The end of World War I came at the 11th hour of the 11th day of the 11th month of 1918. This was the war to end all wars. Tennessee welcomed home a hero in Alvin C. York, and the nation decided to isolate itself from the rest of the world.

2. What America Means to Me

In this section, you will write an original poem or essay on what America means to you. Remember this must be your own work created without the help of others.

3. September 11: The Day that Changed the World

This chapter will be your own personal reflection on what you will always remember about that horrible day in 2001. You may use what you have already written for your family heritage project.

4. Meanwhile Back In Morgan County . . .

In this section, you and a partner will choose an event in U.S. History that occurred between World War I and the Present. You will go to the library and look at the microfilm reels of the Morgan County News and find out what was happening in Morgan County at the time. You will print out a page of the Morgan County News where you found your information and write a summary of what was going on in the county at that time.

The event you and your partner choose must have affected the entire county in some way. Some of the events you may choose from include:

- America=s entry in World War I (April 1917)
- The end of World War I (November 1918)
- The Stock Market Crash of 1929
- The Great Depression (1930s)
- The attack on Pearl Harbor (Dec. 7, 1941)
- D-Day (June 6, 1944)
- Germany's surrender (May 7, 1945)
- The dropping of the atomic bombs (Aug. 1945)
- Japan's surrender (August 14, 1945)

- The Korean War (1951-1953)
- The JFK assassination (Nov. 22, 1963)
- The Martin Luther King assassination (April 4, 1968)
- The RFK assassination (June 5, 1968)
- The 1st lunar landing (July 20, 1969)
- The Nixon resignation (August 8, 1974)
- The Iranian hostage release (Jan. 20, 1981)
- The Reagan assassination attempt (March 30, 1981)
- The Knoxville World's Fair (May-Oct. 1982)
- The Gulf War (Jan-March 1991)
- The Clinton impeachment (February 1999)
- The 2000 election (Nov. 2001)
- The 9/11 terrorist attacks

Any Presidential election between 1916 and 1996

East Tennessee and the New Deal
Submitted by Mike Hickman
Knoxville, TN

Objectives: To have students appreciate and research the impact and ongoing significance of the New Deal on Knoxville and East Tennessee.

Grade Level: Eleventh and Twelfth

Group Size: Any

Lesson Time: Preparation requires 30-45 minutes of class time on day 1, and 30-60 minutes on a 2nd day. Most work will be done on student's own time.

Background Information: The New Deal is reflected in a number of ways throughout America, and the East Tennessee area is no exception. There are a number of buildings, dams and parks throughout the area that were built as a result of the New Deal legislation passed during the Great Depression. Most people, especially young people, have no idea that the East Tennessee area was greatly impacted by the Great Depression and the resulting legislation that attempted to solve many of the problems of the depression. A number of post offices, recreational parks, lakes and dams were created to provide work and redevelop America's infrastructure. This will be an opportunity for students to recognize a number of the changes that were brought about during the New Deal.

Materials: Students will need a camera. (If they don't have a camera or cannot afford one, it would be helpful to have several disposable cameras on hand)
Poster board
Markers

Strategies/Procedures: On day 1, the instructor will advise the students of the assignment, and then students will use the internet or books from the library to research the local impact of the New Deal. I would allow for students to work together to determine what project they would like to research. They should gather basic information about the structure, such as when it was built, what New Deal organization(s) were part of the project, how many workers were required, etc… (depending on their sources, the information could be much more detailed).
Students will then have the responsibility to go out and see the project and take pictures for their poster. (I would allow them 3-4 days to get this accomplished, although this may take longer depending on their transportation situation).
When complete, we will use another day in class to debrief on the experience, their personal thoughts about the project, and review their posters.

Evaluation and Assessment: Students will be evaluated based on the quality of their research, and their posters. You might also want to use a peer voting component and have other student evaluate the work on secret ballot. It is important to remember that not all students are artists, but should be evaluated on their effort and commitment to the assignment.

Author's Evaluation: This is an assignment that may not work for all classroom settings. Many students may not have access to transportation while others may be lacking the funds for a camera and development of the film. The instructor should always be aware of their situation. One alternative is that this may be used as an extra credit assignment, rather than required work. I believe that seeing the New Deal landscape first hand, will have a much more long lasting impact on the student than merely reading about it in text books.

America in the Great Depression and World War II: The Reel Story

Submitted by Mark White
Maryville, Tennessee

Objectives/ Purposes: In this activity students will:

-Investigate the persons and/or events upon which a film is based
-Compare and contrast the film version with the historical record
-Evaluate the accuracy of the film
-Assess the effectiveness of the film as a teaching tool
-Analyze the film for hidden agendas, bias, etc.
-Prepare a written and oral presentation on their conclusions
-Illustrate the film's accuracies and inaccuracies using selected video clips

Grade Level: Eleventh

Group Size: Any class size

Lesson Time: This will depend on the class size and the length of the period. On block scheduling, I usually do two to three presentations per day until they are completed. A sample timeline is included below. The actual impact on class time occurs during library research and the presentations. I do not devote entire class periods to the presentations so that we can continue with other work.

Deadlines

April 16	Choose a partner; sign up for a film
April 17-23	Watch the film and complete the film analysis chart and 1-9 of the analysis worksheet.
April 24	Turn in the film analysis chart and worksheet by 8:30 a.m. in Mr. White's room.
April 25	Report to the library for bibliography search. 8 cards due from each group or 4 per member in a group of 3. Deposit cards in box provided in the library no later than 7:30 p.m.
April 26	Report to the library for note taking. 30 cards due from each group or 15 per member in a group of 3. Deposit cards in box provided in the library no later than 7:30 p.m.
April 27-May 2	Watch the film again. Complete 10-14 of the film analysis worksheet.

May 3	Turn in film analysis chart by 8:30 a.m. in Mr. White's room.
May 6	Paper due by 8:30 a.m. in Mr. White's room
May 13	Presentations will begin this day

Background Information: **Movies can inspire, entertain, and teach. They are what attract many people to history as children. Hollywood lets us choose between the swash-buckling swordsmanship of Errol Flynn or Antonio Banderas, the D-Day heroism of John Wayne or Tom Hanks, and Ingrid Bergman's innocent Joan of Arc or Milla Jovavich's fanatical one.**

The success of films like *Titanic, Saving Private Ryan, and Pearl Harbor*, along with the digital technology that made them possible, has breathed new life into the historical epic. Because people like movies about the past, Hollywood likes to make them. Add to this the almost universal accessibility of the VCR and the video rental store, and an important truth emerges: movies and television are the only contact many people have with history outside of a classroom.

Movies and TV movies are a continuous night school where Hollywood history is the only history. For students and teachers, the Hollywood version of history can be useful, especially if it is analyzed as one would a document. As with print, in film there is no such thing as a completely objective and unbiased historical account. This is especially true with Hollywood history, where rough edges are polished, ambiguities are cleared up, gaps are filled, and the complex is simplified, all in glorious Technicolor- or black and white if the director really wants to emphasize historical honesty.

Materials: You will need a TV, VCR, and/or DVD player. Movies are often available from the local library and I encourage students to go there before renting or buying. I use the film analysis sheets found in *American History on the Screen* (see the bibliography) available from the *Social Studies School Service and Teacher's Discovery* catalogs.

Resources

For a teacher who wants students to explore the history behind the screen, much help is available. This History Channel has a series called *Movies in Time* in which historians analyze films. It runs occasional programs called *History vs. Hollywood* that investigate the real story behind movies like *The Patriot* and *Pearl Harbor* and annually gives the "Harry Award" (named for Herodotus) to the year's most historically accurate film. Some of these programs are available for purchase as are numerous books on Hollywood's version of American History.

Bibliography

Bone, Jan, and Ron Johnson. *Understanding the Film*. Lincolnwood: NTC, 1996.

Carnes, Mark C. *Past Imperfect: History According to the Movies*. New York: Holt, 1995.

Fraser, George MacDonald. *The Hollywood History of the World*. London: Harvill, 1996.

Larson, Randy. *The Grapes of Wrath and 24 More Videos*. Portland: Welch, 1994.

Maltin, Leonard. *Leonard Maltin's TV, Movies, and Video Guide*. New York: Signet, 2001.

Roquemore, Joseph. *History Goes to the Movies*. New York: Broadway, 1999.

Tibbetts, John C., and James M. Welsh. *Novels into Film*. New York: Checkmark, 1999.

Toplin, Robert Brent. *History by Hollywood*. Chicago: U of Illinois P, 1996.

Wilson, Wendy S., and Gerald H. Herman. *American History on the Screen*. Portland: Walch, 1994.

Strategies/Procedures: Choose a film with a historical setting, theme or plot and submit it to your teacher for approval. Documentaries are excluded- stick with films intended for theatrical release-and that deal with people and events in American history during the Great Depression and WW II. Watch the film and complete 1-9 of the film analysis guide sheet.*

Research the actual people and events portrayed in the film. Use a minimum of three sources to investigate the historical accuracy of the film.

Watch the film again and complete 10-14 of the film analysis guide sheet.*

Write an essay of approximately 500 words that focuses on your film and the question, is it Hollywood or history? Type your essay including a works cited page.

Prepare a presentation for the class on your film and your findings. Be prepared to show historically accurate and inaccurate excerpts from the film as part of your presentation.

Be sure to read A Student Introduction to Historical Films before you begin.*

- Forms available in American History on the Screen; see bibliography.

Presentation Tips (Read Rubric Carefully)

1) Enthusiasm, enthusiasm, enthusiasm!
2) Wear costumes. Use props.
3) Practice! Be well rehearsed. Plan who will say what. Have a catchy opening and closing.
4) Have movie clips ready and within specified time frame. Remember family viewing rule! No profanity or vulgarity.
5) Remember to put the film in context of the time period in U.S. history. What period of time? What was happening?

Evaluation/ Assessment: See the enclosed rubrics.

Author's Evaluation: I have used this assignment with large and small classes and with and without the essay component. It is fun, promotes critical thinking, and helps students become more media literate. Students enjoy the presentations in which the presenters wear costumes and use novel ways to separate the real history from the reel history.

Make sure the students read the presentation tips. Keep the film clips about the length of an average TV commercial. Require all students to have their films approved in advance by the

teacher to eliminate duplication and inappropriate films. I create a film list of pre-approved films (see below) and students must get my permission to deviate from that list.

Be prepared for technical glitches. Students should set up their film clips using the tape counter on the VCR they will actually be using during the presentation. During the presentation one student tells about the clip we are going to see while the other fast forwards to it. Here is a sample movie list.

King of the Hill----1993 A 12 year old boy has to fend for himself on the streets of St. Louis during the worst period of the Depression.
The Grapes of Wrath—1940 B/W classic tale of Depression- era Oakies fleeing the Dust Bowl.
Bonnie and Clyde—1967 comedy, melodrama, and social commentary with bank robbers as heroes.
Swing Shift—1984 Goldie Hawn and Kurt Russell as defense plant workers who break the seventh commandment. Rosie the Riveter finds love and independence.
Fat Man and Little Boy—1989 the development of the atomic bomb and the tension between the military and the scientific community over the moral questions it raises.
P.T. 109—1963 John F. Kennedy's experiences as a naval officer in the Pacific theater of WWII
.
The Memphis Belle—1990 B-17 bomber crew in the days leading to their final mission over Europe .
Twelve O'clock High—1949 the U.S. 8th Air force in England and over Germany. Made with actual airplanes- no computer effects here.
Flying Leathernecks—Marine pilots vs. the Japanese. Does the name John Wayne ring a bell?
The Caine Mutiny—The court martial of naval officers who removed their captain from command of their ship. A Humphrey Bogart masterpiece that will have you searching for "the strawberries."
Judgment at Nuremburg—War crimes trial of former Nazi judges. Spencer Tracy, Burt Lancaster and Judy Garland are standouts.
Pearl Harbor—2001 The events of December 7, 1941 became backdrop for a "sneak attack" on the facts as Ben Affleck falls in love, then goes off to single handedly win the Battle of Britain and returns in time to bomb Tokyo in the most contrived love and war story ever filmed.
A League of Their Own—1992 A little known chapter in sports history when the big leaguers went off to war and women stepped up to the plate.
Tora, Tora, Tora—1970 Story of the Japanese attack on Pearl Harbor. Exceptional special effects for the time.
Patton—1970 George C. Scott as the controversial American General. An Oscar winner.
The Longest Day—1962 The invasion of Normandy (D-Day) by John Wayne and a cast of thousands.
Saving Private Ryan—Tom Hanks invades Normandy to save Matt Damon. Combat scenes are very intense and not for everyone.
Wild River—1960 Romance forms the backdrop to this story of the TVA acquiring land from Tennessee farmers in the 1930s. The film debut of "bad boy" Bruce Dern.
Dillinger—1973 Warren Oates as the legendary gangster who was a celebrity bank robber during the 1930s. A young Richard Dreyfuss plays George "Baby face" Nelson the FBI's public enemy No. 1 in 1934.

Places in the Heart—1984 Set in a small Texas town during the worst years of the Depression. It tells the story of a newly widowed woman struggling to hold on to her home and land with the aid of a blind man and a migrant worker. "Places" took home two Oscars for Best Actress and Best Screenplay.

Of Mice and Men—1982, 1992, the 1982 version is probably the better of the two films about itinerant workers trying to survive during the Depression- based on a 1937 John Steinbeck novella (there is also an 1940s version).

Midway—1976 Charlton Heston and a cast of hundreds re-enact the May 1942 Carrier duel between the Americans and Japanese navies that became a turning point of the war in the Pacific. Lots of real WW II documentary footage is used to make the story more realistic.

Suggested Reading List
New Deal and World War II in Tennessee

Birdwell, Michael E. *Celluloid Soldiers: The Warner Brothers Campaign Against Nazism* (New York: New York University Press, 1999)

Brokaw, Tom. *The Greatest Generation* (New York: Random House, 1998)

Hull, Howard. *Tennessee Post Office Murals* (Kingsport: Overmountain Press, 1996)

Johnson, Charles W. and Charles O. Jackson. *City Behind a Fence* (Knoxville: University of Tennessee Press, 1981)

Jolley, Harley E. *The CCC in the Smokies* (Gatlinburg: Great Smoky Mountains Natural History Association)

Keegan, John. *The Second World War* (Penguin, 1990)

McDonald, Michael and John Muldowny. *TVA and the Dispossessed: The Resettlement of Population in the Norris Dam Area* (Knoxville: University of Tennessee Press, 1982)

Tuttle, William M. *Daddy's Gone to War: The Second World War in the Lives of America's Children* (Oxford: Oxford University Press, 1995)

West, Carroll Van, ed. *Tennessee Encyclopedia of History and Culture* (Nashville: Rutledge Hill Press, 1998)
Online version now available at http://tennesseeencyclopedia.net

_____. *Tennessee's New Deal Landscape: A Guidebook* (Knoxville: University of Tennessee Press, 2001)

State Historical Journals:
Journal of East Tennessee History (The East Tennessee Historical Society)
Tennessee Historical Quarterly (Tennessee Historical Society)

2002 Teachers History Institute
Participants

DeAnna Robertson Davis
227 Keeble Avenue
Knoxville, TN 37920

Marylaine Driese
8336 White Ash Lane
Knoxville, TN 37919

Stephanie Fletcher
5228 Malibu Dr.
Knoxville, TN 37918

William Graves
201 Buchanan Lane
Clinton, TN 37716

Regina Headden
328 Hillside Road
Oakdale, TN 37829

Michael Hickman
4616 Daisy Mae Lane
Knoxville, TN 37938

Pam McBroom
25 Royal Oak Drive
Cookeville, TN 38501

Jenifer Ohriner
304 Saint Andrews Drive
Knoxville, TN 37922

Sherry Rogers
3185 Hirst Circle
Lenoir City, TN 37772

Elizabeth Cheek Rose
709 Calvin Street
Kingston, TN 37763

Liz Shugart
2317 Maple Drive
Knoxville, TN 37918

Sue Terrell
1924 Belvedere Ct.
Maryville, TN 37803

Mark White
1600 Wilkinson Pike
Maryville, TN 37803

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

(Specific Document)

035438

I. DOCUMENT IDENTIFICATION:

Title:	Teaching Tennessee History: Lesson Plans for the Classroom Volume III: Developed by participants of the 2002 Teachers History Institute "Facing Change: The Impact of the New Deal and World War II on East Tennessee"
Author(s):	
Corporate Source: East Tennessee Historical Society	Publication Date: 2002

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 1	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2A	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY Sample TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) 2B
Level 1 ↑ ☑	Level 2A ↑ ☐	Level 2B ↑ ☐
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Lisa N. Oakley	Printed Name/Position/Title: Lisa N. Oakley / Curator of Education
Organization/Address: East Tennessee Historical Society PO Box 1629 Knoxville, TN 37901-1629	Telephone: 865-215-8828 FAX: 865-215-8819 E-Mail Address: oakley@east-tennessee-history.org Date: 10-27-03

(Over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC/CHESS
2805 E. Tenth Street, #120
Bloomington, IN 47408

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfacility.org

EFF-088 (Rev. 2/2001)